DOCUMENT RESUME

ED 439 710 IR 057 804

AUTHOR	Borgman, Christine L.
TITLE	Biennial Narrative Report to the American Library Association Committee on Accreditation, Fall 1996.
INSTITUTION	California Univ., Los Angeles. Dept. of Library and Information Science.
PUB DATE	1996-00-00
NOTE	10p.; Appendices and attachments missing from original copy. For Fall 1998 report, see IR 057 805.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Educational Administration; Educational Development; Higher Education; *Information Science; *Library Science
IDENTIFIERS	American Library Association; *University of California Los Angeles

ABSTRACT

Covering the academic years 1994-95 through 1995-96, this document presents the University of California, Los Angeles's (UCLA's) biennial narrative report to the American Library Association Committee on Accreditation. The document is divided into two parts. The first part, General Narrative Report, addresses changes that have occurred in various aspects of the Department of Library and Information Science and its environment. The following subtopics are discussed: administrative leadership, administration and governance, faculty, academic programs, Master of Library and Information Science (MLIS) course offerings, internships, and instructional resources and staffing. The second section of the report, Response to Previous Accreditation Review, addresses the two recommendations from the 1988 accreditation review that have not yet been released. Both are listed under a section entitled "Program Goals and Objectives. Recommendation number one states that the school should continue to identify and implement strategies that will achieve its goals of increasing the racial and ethnic diversity in its faculty and student body. Recommendation number two states that in its faculty development, the school should place a priority on the need for teaching and research competence on the regular tenure-track faculty in the areas of children's literature, school librarianship and special librarianship. (AEF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 439 710

Biennial Narrative Report to the American Library Association Committee on Accreditation Fall 1996

Department of Library and Information Science
Graduate School of Education and Information Studies
University of California, Los Angeles
Los Angeles, CA 90095-1521

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
■ This document has been reproduced as received from the person or organization originating it.
□ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

M.V. Cloonan

2A

Submitted by
Christine L. Borgman
Professor and Department Chair

IR057804

BEST COPY AVAILABLE

Part A: General Narrative Report

This report covers the period 1994-1996 (academic years 1994-95 and 1995-96). We were last reviewed in 1989 under the 1972 Standards. We are in the final stages of preparing our program presentation under the 1992 Standards (due December 16, 1996); our site visit is scheduled for April, 1997. Here we update the 1994 report, leaving the fuller discussion of issues to the forthcoming program presentation.

The Department of Library and Information Science continues to evolve, after two years in the new Graduate School of Education & Information Studies (GSE&IS). Part A addresses changes that have occurred in various aspects of the Department and its environment. We divide the section into these subtopics:

- Administrative Leadership
- Administration and Governance
- Faculty
- Academic Programs
- MLIS Course Offerings
- Internships
- Instructional Resources and Staffing

Administrative Leadership

We are in the midst of many changes in administrative leadership at the campus as well as the school and department level. Christine L. Borgman became Department Chair on July 1, 1995, succeeding Marcia J. Bates, who served as Faculty Chair in the 1993-94 transition year and Department Chair in 1994-95.

In March, 1996, Theodore Mitchell, Dean of the GSE&IS, announced he would be on leave from the School for the 1996-97 academic year to assist Charles Young in his final year as Chancellor at UCLA. Dr. Mitchell is currently serving in two administrative roles: Vice Chancellor, Academic Planning and Budget, and Special Assistant to the Chancellor. Dr. Eva L. Baker, Professor of Education, is serving as Acting Dean for 1996-97, carrying forward the initiatives begun earlier. On June 30, 1997, Dr. Young will retire after 28 years as UCLA Chancellor, marking the end of a long era of distinguished service.

We continue to receive strong support from the School and from the Acting Dean. The Acting Dean and two Department Chairs (Library and Information Science and Education) continue to work closely together as a management team.

Administration and Governance

We are in the midst of revising the School and Departmental Bylaws to formalize the governance structure. Now that we have spent two years in the merged school, we understand better the appropriate and effective models for governance under the UCLA Academic Senate guidelines.

The revised bylaws are in draft form for faculty discussion. We will include approved bylaws with our Program Presentation, assuming they are complete by that deadline.

The department is governed by the chair and by committees. The memos covering faculty committees and their charges are attached.

Most of the administrative support for the Department takes place at the School level: personnel actions, student recruiting and placement, development, events, etc. One staff member in the Office of Student Services, an MLS graduate of our program, is devoted to DLIS duties. We have two administrative assistants in the Department, one to support the Chair's office and one to support the faculty. The Chair and Chair's office assistant are located in the dean's suite in Moore Hall, while the rest of the faculty and the faculty's assistant are located in the GSE&IS building (formerly the GSLIS building). The business office for the School is in the GSE&IS building and remaining administrative support is located in Moore Hall. The two buildings are about a ten-minute walk apart on campus.

While administering a small program split between two buildings continues to present challenges, we are balancing the need for presence with the School administration and the need for cohesive administrative-faculty-student relations. All Departmental faculty meetings are held in the GSE&IS building; School meetings, usually held in Moore Hall, will alternate between the buildings effective in Fall, 1996. The Department Chair holds weekly office hours in the GSE&IS building as well as office hours in Moore, for example.

Faculty

In a new study of library and information science faculty productivity covering the years 1981-1992, UCLA was ranked number one.[1]

We have added two scholars to our ranks, effective in the fall of 1995: Anne Gilliland-Swetland, Assistant Professor, specializing in archives, multimedia, and digital libraries, and Leah Lievrouw, Associate Professor, specializing in communication policy and social studies of technology. With Dr. Gilliland-Swetland's presence, we have expanded our course offerings in archives and in preservation. (See attached

---

[1] Budd, John M. and Seavey, Charles A. (1996) Productivity of U.S. Library And Information Science Faculty: The Hayes Study Revisited. Library Quarterly, (66)1, 1-21

program description). Dr. Lievrouw is chairing the Doctoral Programs Committee and expanding the scope of our doctoral program. Their vitae are attached.

We now have 12 of 14 faculty positions filled with tenured or tenure-track faculty. A search for the 13th position is underway in the 1996-97 academic year. A copy of the position announcement description is attached The 14th position cannot be filled, by university requirements, and remains open for use in hiring adjunct and temporary faculty.

In 1995-96, we had a full-time visiting faculty member, Velimir Srica from the economics faculty of the University of Zagreb and formerly the Minister of Science, Technology, and Informatics for the Republic of Croatia. A full list of visitors and adjuncts, with courses taught, is included in the appendix.

Academic Programs

The Department of Library and Information Science offers two academic degree programs, plus courses in two non-degree curricula.

- Master of Library and Information Science (MLIS)

Though the MLIS (formerly MLS) program has decreased in size with the merger (from about 90 students admitted per year to about 60 per year), we continue to recruit students with undergraduate or graduate degrees in any discipline or profession, educating them as professionals in the information sciences. MLIS graduates are placed as librarians and information practitioners in all types of libraries (academic, public, special, government, etc.), as specialists in information technology, archives, or other functions in a variety of institutions, and as independent information practitioners. Because all types of information institutions, including libraries, require professionals with more extensive expertise in information technology, as well as an understanding of the policy and management issues surrounding it, we expect to expand the placement of graduates into other types of information institutions, in part, by using the contacts we have cultivated through our internship program.

- PhD in Library and Information Science

The doctoral program, established in 1977, has increased in size and focus since the 1994 creation of the Graduate School of Education & Information Studies. We now admit 6 to 8 students per year, with undergraduate or graduate degrees in any discipline or profession. Emphasis is on educating them as scholars in the information sciences.

- Undergraduate Program

While the Department does not offer an undergraduate concentration in the field, it does offer 3 to 6 sections per year (formerly 10 to 15 as GSLIS) of service courses. This program teaches information retrieval skills within the larger context of the information environment of the undergraduate's area of study. It also serves other important departmental functions, such as recruiting students into the graduate programs and providing an opportunity for our doctoral students to teach as teaching assistants.

- Continuing Education and Professional Development

The Department has always devoted a small amount of resources to continuing education and professional development in the forms of a post-MLIS advanced certificate (one year of study beyond the MLIS) and offering admission to MLIS courses through concurrent enrollment. Continuing education and professional development are viewed as significant growth areas for the Department. We have a special opportunity in the Los Angeles basin for continuing education, with a large population here and only one other program (San Jose State University, based at CSU-Fullerton) in the geographic area. In 1995-96, we began to shift selected MLIS offerings to afternoon, evening, and all-day courses to encourage continuing education through concurrent enrollment. We also began offering special one-day courses to practitioners. More long-range plans include the consideration of executive and distance education programs.

MLIS Course Offerings

While our MLIS program remains substantially unchanged since the last report, having completed a major programmatic review just prior to the merger, our course offerings are substantially reduced. This is due to several factors: reduced number of students (from a target of 90 to 60 entering students per year), reduced number of faculty (from 17, including the dean, to 14, including the chair), reduced teaching load for regular faculty as part of the merger agreement (from 5 to 4 courses per year, the same as faculty in the Department of Education), and fewer monies for adjunct faculty. We have maintained our degree program with fewer course sections by several tactics. Fewer sections of core courses are required with fewer students (typically two sections per year rather than three to four). Courses with lower enrollments are offered on a biannual, rather than annual basis, enabling students to enroll in the course once in their two-year degree program. Fewer electives are offered more than once per year. We have raised the minimum enrollment from 4 students to 5 for regular faculty and 8 for adjunct faculty, effective Fall 1996. We have developed spreadsheets to track enrollment by course to ensure that we are offering the appropriate balance and that we are offering the required and recommended courses for the specialization areas.

Internships

We continue to expand our internship program into new areas. We recently have targeted the entertainment industry more heavily, with several new sites in major studios. The internship programs continues strong relationships with academic and public libraries, and UCLA sites. The entertainment industry, notably Dreamworks, Warner Brothers, and Walt Disney have newly-established sites. There has also been outreach to less traditional venues such as TBWA Chiat Day Advertising. Increased interest in archives and records management has helped cultivate archives-related locations such as the UCLA Bradley Archives and Walt Disney Archives. A major shift in the last few years has been to expand site locations geographically. Sites are not as far north as Santa Barbara, east to San Bernardino and Riverside, and south to San Diego.
A librarian devotes half time to managing the internship program under the supervision of the Professional Programs Committee and the Department Chair. She devotes the other half of her time to managing our instructional laboratory.

Instructional Resources and Staffing

We have continued to develop our instructional laboratory, extending and updating equipment, document, and print and multimedia resources. With the June, 1996, departure of our Information Systems Librarian, we redefined the position as Digital Resources Librarian to reflect our increasing emphasis in this area. A copy of the position announcement is included in the appendix. We filled the position effective November 5, 1996. Student staff has been increased both in number and expertise to assure strong instructional support one-on-one and in workshop setting.

Part B: Response to Previous Accreditation Review

The two recommendations from the 1988 accreditation review that have not been released yet are numbers 1 and 2 under "Program Goals and Objectives."

Number 1 states:

> The School continue to identify and implement strategies that will achieve its goals of increasing the racial and ethnic diversity in its faculty and student body.

We have continued to expand the diversity of the student body in the period of this report, as indicated in our statistical reports. A report on recruitment activities is attached. Recruitment alone is not enough; students must feel encouraged and supported, and learn from mentors, so that they stay in school. The Department has three active mentoring programs--a general program, one supported by the California

Librarians Black Caucus, and one supported by REFORMA, an organization of Hispanic librarians. These role models are instrumental in attracting students to the program, and in working with them here. They are also active recruiters for us. We feel that if we are to have a truly culturally diverse program, then faculty, students, research, and courses must all reflect that commitment and integration. The enclosed flyer on cultural diversity (revised from the one submitted in 1994) illustrates this philosophy.

The two new faculty members are Caucasian females.

While the department, school, and university continue to be strongly committed to increasing the diversity of the faculty and the student body, we are in a difficult position with regard to implementing these policies in the future. Not only did the Regents of the University of California direct all campuses to end affirmative action programs, the people of California recently passed Proposition 209, whose intent is to end all preferences on race and gender.

The effects of Proposition 209 are far from clear and litigation is underway. However, the university intends to implement the provisions immediately, with the class being admitted now for the Fall of 1997. Attached are the policy statements by President Atkinson and Provost King.

We are absolutely committed to diversity as essential for democracy and essential for the broad representation of our field. We will implement the ALA recommendations to the best of our ability in the current circumstances.

Number 2 states:

> In its faculty development, the School place a priority on the need for teaching and research competence on the regular tenure-track faculty in the aeas of children's literature, school librarianship, and special librarianship.

The appointment of Virginia Walter to our faculty in 1989 added substantially to our ability to offer training in children's literature. She is an active researcher in the area, and a former Coordinator of Children's Services for the Los Angeles Public Library system. She received tenure and promotion to Associate Professor in 1995, becoming a permanent member of our faculty. We draw on experienced adjunct faculty in this area as well.

We draw upon the excellent professional staff of our Biomedical Library, Law Library, and Management Library (the latter joining our adjunct staff in fall, 1996) to teach courses in their respective specialization areas.

Part C: Responses to items noted in previous interim reports

N/A.

Part D: Responses to collegial observations

N/A.

APPENDICES AND ATTACHMENTS

- UCLA 1995-97 General Catalog description of Library and Information Science
- Faculty committee assignments memoranda (1994-95, 1995-96)
- Announcement on archival programs
- Vita of new faculty members
- Faculty Position Announcement
- List of adjuncts and visitors
- UCLA Internship Sites
- Digital Resources Librarian Position Announcement
- Recruitment report
- Announcement on cultural diversity
- Diversity issues: Statements by President Atkinson and Provost King on Proposition 209